

INSPIRING CITIZENS

Improved Reading and Math Skills Through Participation in Mock Election

presented by the National Student Parent Mock Election
(Secondary)

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CURRICULUM OUTLINE
INSPIRING CITIZENS
Improved Reading and Math Skills Through

Participation in Mock Election

presented by the National Student Parent Mock Election
(Secondary)

The curriculum outline presented is designed to meet the goals of the *U.S. Department of Education Strategic Plan 2002-2007* by teaching reading and math skills through learning experiences which will prepare students to participate in the National Student Parent Mock Election. Students will develop comprehension and processing skills, build vocabulary, and more effectively scan reading material and predict what will be learned. Additionally, lessons will allow students will improve their ability to interpret information through the use of mathematics, specifically percentages, reading and creating graphs, and descriptive statistics.

UNIT GOALS: Students will improve reading and mathematics skills through learning experiences that prepare them to participate in The National Student Parent Mock Election.

Note to teachers: Prior to beginning this unit of study, visit the National Student Parent Mock Election homepage, <http://www.nationalmockelection.com>. Click on “Enroll Now” to register your school to participate. Contact parents of your students, or the P.T.S.A. for assistance in setting up and running The Mock Election. Consult local elementary schools to encourage participation in the Mock Election. Correlate the unit time line, so as to allow high school debates to act as an event in building excitement for the National Student Parent Mock Election at the elementary level.

Building Excitement for the Unit:

Prepare students for this unit by inviting candidates to address the students. Allow students to participate in contacting the candidate, either by letter, or by actually visiting campaign headquarters. Involve parents by scheduling an evening assembly and inviting families to attend. Invite Congressional, Gubernatorial, Mayoral, or other local candidates, inviting opposing candidates to debate issues, or respond to audience questions. Students should prepare questions for the candidates if the question and answer format is chosen.

A Candidates night is another way to prepare students and motivate their participation in Mock Election. Students should be allowed to plan and prepare the evening with teachers offering assistance as needed. All candidates that will appear on the ballot are invited to come to a central area, such as a school commons or cafeteria, and meet with parents and students, answering questions and promoting their platform. An introduction to issues could be included by allowing students to choose one candidate that will attend the event, study the platform of that candidate, and prepare a speech as if the candidate. An enjoyable addition is to allow students to present speeches promoting the candidates ideas in front of the candidates. Students are assigned to visit a variety of candidates and obtain answers to student prepared questions.

Day One:

The Importance of Voting

Reading Skill: Comprehension

Objectives:

Students will self-evaluate reading skills.

Students will understand the importance of voting.

Methods and Activities:

Pretest Unit Skills: Teacher will gain information as to student skills in reading and math by pre-testing unit skills: scanning and prediction, comprehension, process skills, vocabulary, figuring percentages, and descriptive statistics. Students will also fill out a self-evaluative reading questionnaire.

Homework to be completed during course of the unit: Students are more motivated to read and involve themselves in study of the issues if they have the chance to bring ideas in print into the real world. An assignment, offering a choice of activities is given to the students to complete over the course of the unit. Among choices for assignments are watching debates and comparing press reports to actual debates, attending town meetings, volunteering as campaign workers, and study of written election issues.

Evaluation of Learning: Class discussion and participation

Day Two:

Learning about Mock Election

Reading Skill: Comprehension

Objectives:

Students will self-evaluate reading skills

Students will develop and improve reading comprehension skills.

Students will understand the purpose of the National Student Parent Mock Election.

Methods and activities:

The concept of Mock Election will be introduced through reading and a cooperative game. Students will participate in reading activities, requiring use of comprehension skills. Activities are in cooperative game format and allow student to gather information about the Mock Election.

Evaluation of Learning: Class Discussions and game outcomes.

Day Three and Four:

Elephants and Donkeys

**Reading Skills: Comprehension and Process
Vocabulary Building**

Objectives:

Students will develop comprehension and process skills through reading online sources.

Student will develop vocabulary as it relates to political concepts

Students will understand the differences between the major political parties.

Students will be able to correctly apply the terms liberal and conservative to parties and issues.

Students will identify and analyze their own political beliefs.

Methods and activities:

Based on pre-test results teacher will provide instruction in any reading skills needed for this lesson to include a discussion of self-evaluation questions based on student needs. Teacher will then introduce vocabulary which is unique to elections. Students will then be given a vocabulary worksheet of political terms. Students will read online sources and fill out teacher worksheets based on information gained in reading. Students will also take an online quiz that allows them to identify and analyze their own political views. Day Four is a continuation of Day Three activities.

Evaluation of Learning: Completed Political Quiz Handout
Completed Political Vocabulary
Completed Political Parties

Day Five:

What's Important?

**Reading Skills: Scanning and Prediction
Comprehension and Process**

Objectives:

Students will scan newspaper articles and predict the contents.
Students will read articles and documents, comparing contents with predictions.
Students will evaluate which issues are of interest to them and why.
Students will compare and contrast their own interest in current state and community issues with that of their peers.

Methods and activities:

Students will be instructed in the skills of scanning and prediction. Students will scan newspaper articles, and campaign literature about local election issues and predict what they will learn from their reading. They will then read the articles, and at the conclusion of their reading, summarize what they learned. Comparison will be made between their findings and their predictions. At the completion of individual reading, students will be placed in cooperative groups, review articles studied and discuss which current issues are of the most concern to them. As a group they will prepare a list of issues they feel most concerned about. Groups will then moved in jigsaw fashion to compare answers. At the conclusion of group work, the class will prepare a list of the issues that were identified and prepare a poll for other students. The purpose of the poll is to determine peer interest in current election issues. Teacher will provide, or instruct students, how to prepare tally sheets to record results their interview with peers as part of class poll. Students will be assigned to conduct poll. To prepare students for this lesson, teachers are referred to <http://www.nationalmockelection.com>. There they will access the teachers guide which will give teachers background on how to use newspapers to teach about the election. Students are assigned to read the news daily and keep record of positive and negative press coverage including political cartoons, articles, and advertisements.

Evaluation of Learning: Completed Venn Diagram or similar chart from scanning and prediction activity
Group lists identifying issues
Prepared tally sheets to conduct poll
Newspaper coverage log (to be turned in after election)

Day Six:

Who's Who in the Election?

**Reading Skills: Semantic Webbing
Comprehension and process**

Objectives:

Students will identify candidates in the election and their party affiliation.
Students will organize ideas from their reading through use of a semantic web
Students will create a table to organize what they have learned

Students will evaluate what issues are most important to them and why.

Methods and activities:

Prior to this lesson, teachers should contact the local party headquarters for each political party and acquire campaign literature for each candidate to use as reading material for this lesson. Students given semantic webs to connect issues and candidates as they read. When complete, students will, either individually or in groups, create a master table which lists each candidate and correlates his or her stand on current issues. Drawing on knowledge acquired in the previous lesson, students will also identify the political party of each candidate and decide if the candidate is liberal or conservative. At the completion of this activity, students will be asked to evaluate which issues are of importance to them, and why, and discuss that in written form.

Evaluation of Learning: Completed Webs
Completed Table
Written Response

Day Seven:

So Who Cares About What?

Reading Skill: Interpreting Information

Mathematics Skills: Percentage and Graphs
Descriptive Statistics

Objectives:

Students will interpret written information and apply it to a graph.
Students will figure percentages when comparing students polled with issues of interest
Students will understand the basic concepts of central tendency.
Students will apply the principles of central tendency to results of student poll.

Methods and Activities:

Students will bring the results of completed student poll to class. In groups, they will consolidate information. Group totals will be listed on board so that class totals can be determined. Teacher will instruct students, based on pre-test results, in any needed mathematical skills to figure percentages, make graphs, and will introduce the concept of central tendency. Students will compute percentages of students interested in various issues, and then prepare individual graphs to convey the results of their findings. They will also interpret the range of scores and apply concepts of median, and mode to their findings.

Evaluation of Learning: Completed tally sheet from student polls
Graphs
Completed math problems.

Day Eight:

Promoting A Candidate:

Reading Skills: Pre-reading-Brainstorming
Comprehension for Transfer

Objectives:

- Students will recall ideas previously read in political brochures.
- Students will analyze methods of promoting a candidate.
- Students will create a political campaign for the candidate of their choice.

Note: Preparation for this activity is found on <http://www.americanpresident.org>.

Click on War Room. This game requires student to read information from the site, and make a variety of campaign decisions, Mathematical skills are used as students must decide how to allocate resources of time and money to elect their “candidate.” Students will fill out teacher prepared worksheet assessing their use of reading and math skills as they play the game. The game requires approximately 2 hours to play.

Extend the unit by three 50 minute periods, or one and a half 90 minute periods to use this game.

It is desirable for the National Student Parent Mock Election to be conducted on a school wide basis.

Depending on teacher involvement, in-school campaigning for an individual candidate could be managed by various classes, with student created flyers, posters, etc. distributed throughout the school. It is also possible to divide a class into groups and assign groups the campaign responsibility for various candidates and have a class responsible for managing campaigns, and promoting information to prepare the student body for The Mock Election.

Methods and Activities:

Students are questioned to stimulate recall of political brochures previously read in class. Class discussion follows, focusing on what students remember about brochures. as teacher puts ideas on board. Brochures are then passed out to students along with a graphic organizer. As students read, they examine methods candidates are promoted and the effect of that method. Student then break into small groups and discuss the effectiveness of each method. Class is assigned to plan a campaign for candidate(s) to promote awareness of the candidate prior to the Mock Election. Students prepare flyers, brochures, poster, and other promotional information about their candidate based on information gathered from reading. Students will conduct the campaign till the Mock Election is complete. A suggested enrichment for this lesson involves students preparing press releases and holding a press conference for local media to publicize The Mock Election.

Evaluation of Learning: Completed graphic organizers
Campaign materials
Press Releases

Day Nine:**Get The Point****Reading Skills: Research****Comprehension and process****Objectives:**

- Students will identify and apply the steps of research.
- Students will read to research information in support of the candidates stand.
- Students will analyze reading by comparing and contrasting various views.
- Students will evaluate reading by forming opinions on candidates’ platforms.

Methods and Activities:

The teacher instructs the class on the steps required to do effective research. Students will be asked to identify the various types of materials they must read to become more knowledgeable in

regard to election issues. Students are given Venn Diagrams, and asked to select two candidates of their choice. Students will use Venn Diagrams to compare and contrast candidates stand on the issues, or the pros and cons of a particular election issue. Students will also complete a worksheet explaining the steps of research that were completed. Students will then select candidates or issues that they would like to debate. The remainder of the period is spent in the library researching in preparation for a debate. An alternate activity for this lesson, or an extension of the unit, is to engage students in researching historical elections that have been very close, and where only a few votes determined the outcome. After seeing the importance of one vote, students organize a voter turn-out campaign..

Evaluation of Learning: Completed Venn Diagram (to be turned in next lesson)
Completed research worksheet

Day Ten:
Taking Sides

Reading Skill: Research
Comprehension and process

Objective:

- Students will identify and apply the steps of research.
- Students will read to research information in support of the candidates stand.
- Students will evaluate reading by forming opinions on candidates' platforms.
- Students will write two debate arguments which exhibit comprehension of reading.
- Students will organize and prepare a political debate.

Methods and Activities:

If not done in the previous lesson, teacher will form debate teams. Students will be given instruction regarding how the debate will be run. Team Captains should be installed, and the group each team should be given time to assign individual responsibility for the debate. The balance of the class period is spent in the library doing research. Note: Some teachers might chose to spend two days on this lesson, adding an extra day to the unit.

Evaluation of Learning: Debate arguments and/or
Voter Turn-out Campaign Plan

Day Eleven:
Debate

Reading Skills: Comprehension for transfer

Objectives:

- Students will demonstrate comprehension of unit reading activities.
- Students will demonstrate analysis of unit reading activities.
- Students will demonstrate evaluation of unit reading activities.

Methods and Activities:

A political debate will be conducted. Students will present arguments, and audience will evaluate presentations on peer edit worksheet furnished by teacher. At the conclusion of the debate,

students will prepare a written evaluation of the experience, including their opinions about the activity and its persuasiveness. An alternative to classroom presentations and peer reviews is to present student debates for local elementary classes and allow elementary students to predict the winners. Teachers might wish to correlate the start date of the high school unit with elementary teachers so that debates can serve as a kick-off for elementary participation, so as to allow ample time for the development of Mock Election Elementary Curriculum. An alternative to this is to schedule debates for earlier in the unit.

Evaluation of Learning: Oral debate arguments
Peer Evaluations
Written evaluations

Day Twelve:
Get Ready to Vote

Reading Skills: Comprehension

Objectives:

Students will demonstrate the ability read a ballot.
Student will apply knowledge gained by voting in the Mock Election.
Student will demonstrate growth in reading and math skills on unit post-test.
Students will realize growth in reading and math skills on post self-evaluation.

Methods and Activities:

Prior to this lesson, teachers should obtain a sample copy of the voting ballot to be used in The Mock Election. Students will be instructed briefly on history of ballots. Teacher will display scanned ballot on overhead and explain its use. Students will then be given a sample ballot. Teacher will read a series of questions, and students will read the ballot to find the answers. When activity is finished, students will be given final instruction to prepare to participate in The National Parent Student Mock Election. Students vote in accordance with class or school plan for Mock Election participation. Teacher administers post test of unit skills and unit self-evaluation.

Evaluation: Successful completion of student ballot activity.
Participation in National Student Parent Mock Election
Newspaper Coverage Log
Post Test of Unit skills
Post Self-Evaluation of reading skills.

Teacher's Guide

Educators in the twenty-first century are faced with daunting responsibilities. Curriculum is to teach the fundamentals of core academic skills, such as reading and math, in a classroom that will foster strong character and good citizenship. The *U.S. Department of Education Strategic Plan 2002-2007*, stresses using proven methods to develop and strengthen reading and math skills, and the creation of school environments that foster citizenship and civic responsibility. The National Student Parent Mock Election is pleased to present this curriculum, aimed at achieving the goals of the Department of Education's Strategic plan. Through active learning experiences, students can acquire and improve measurable reading and math skills while connecting their knowledge to real life experiences.

Real life experience is provided through participation in the National Student Parent Mock Election (NSPME), the largest voter education project in the nation. Students who participate in the Mock Election are more informed about the issues. The experience of participation will also give students an opportunity to experience the democratic process that is the foundation of self-government in the United States. Please check the NSPME web page, <http://www.nationalmockelection.com>, for information on the Mock Election in your state.

Aside from teaching democratic process and allowing students to participate in an election, the primary goals of this curriculum are to improve reading and math skills. Lessons utilize reading and math activities to increase civic awareness while building to the Mock Election experience. The lessons are designed to give an opportunity to apply mathematics to real experiences, as well to engage students in their reading. Activities such as using local

newspapers to examine election issues, help break the cycle of disengagement found frequently in students, especially those who are poor readers. Collins (1996) cites research that found that students using newspapers in place of other, more traditional, reading texts were more successful readers.

The curriculum is designed to utilize a variety of reading and math strategies while giving teachers flexibility and choice. Each lesson is intended to be presented in 50 minutes, except as noted. Depending on the age level and ability of students, as well as the available instructional time, some teachers may need to modify or split lessons into more than one day. Some students may require more time to complete the activities that are presented. If available instructional time for the unit does not permit extending lessons another day to accommodate students who need more time, it is suggested that work that is not completed in class be assigned as homework. Many instructional strategies are designed so that they may be assigned for completion in class, or as homework, so as to best utilize classroom time.

Available time for presenting the curriculum may be a concern for some teachers. The demands of state and/or school district core curriculums may find some teachers feeling that they do not have time to present all of the lessons. It is suggested that the following modifications be made by those who only have time to teach a portion of the material:

Shorten the unit by teaching Day One thru Seven.

Finish the unit with Day Twelve

Days Eight thru Eleven are designed as optional lessons which give teachers the opportunity to provide students additional reading and research practice. Day Eight will allow students to further develop comprehension skills and process the material that is read. Students make choices and decisions, based on their reading, while playing the War Room game. Day Eight is also designed to expose students to the strategies required to conduct a successful political campaign. Please allow more than one day if the “War Room” game is played during class. Day Nine thru Day Eleven are intended to increase research skills while students analyze and evaluate current candidates and/or issues in the election. Students will express their views in a debate. Teachers may chose to use either of these extensions if time does not allow the use of both.

Another concern that some teachers may have is block scheduling. It is suggested that teachers on block schedules combine lessons as follows. The left column is the instructional period, while the right column is the adaptation.

Day One:	Combine Day One and Two
Day Two:	Present Day Three and Four in one Day
Day Three:	Combine Day Five and Six
Day Four:	Present Day Seven allowing students to create graphs in class.
Day Five:	Present Day Twelve. Begin the next unit of instruction as students complete tests.

Teachers who use the optional lessons might find the following ideas helpful. The left column is the number of the lesson in the curriculum while the right column is a suggestion for teaching.

Day Eight:	Option One: Use one day to allow students to play the “War Room” game, assign the balance as homework. Allow one Additional period to design their own campaign and create posters, etc. Option Two: Use two days for the War Room game, and one class period, or partial period for the campaign activities.
Days Nine and Ten:	Option One: Combine Days Nine and Ten by using half of the period to instruct on research skills and using the second half for students to organize the debate. Research is completed out of class. Option Two: Teach as per Option One but add an additional day for student research prior to the debate.
Day Eleven:	Extend the time for the debate and/or allow students to write their evaluations of the experience in class.

Aside from considerations regarding scheduling that have been discussed, some teachers may be unsure how to use the Election Project. This project is designed for high school students who can work well independently and have strong skills. Teachers should decide if it is appropriate for the abilities of their students.

The curriculum is also intended to require a minimum of additional teacher preparation time. Student materials are ready to copy. However, some teachers may feel that additional study would be helpful before presenting the unit. A variety of Internet sites are suggested in the teacher preparation section of several of the lessons. Teachers should note that the National Student Parent Mock Election website, <http://www.nationalelection.com>, also contains a variety of links that teachers might find helpful. Pre and Post Tests are prepared with keys. It should be noted that the Pre-Test is designed to measure reading and math skills at the beginning of the unit, while the post test will assess gains as a result of instruction. In addition, a glossary of terms which might be unfamiliar to some teachers, and a reference list of materials used to prepare the curriculum, is also provided as part of this guide.

The Curriculum being presented by The National Student Parent Mock Election is designed to help you achieve the goals of the Department of Education’s Strategic plan. Through active learning experiences, students can acquire and improve measurable reading and math skills while connecting their knowledge to real life experiences. Now, more than ever, young students need to be prepared to face the challenges of a democracy. Congratulations on the important role you play in that process.

Glossary

Comprehension: The ability to understand and explain a concept

Comprehension and Process:

The ability to understand and explain a concept and then further analyze and evaluate it.

Comprehension for Transfer:

The ability to understand and explain a concept and then apply that knowledge to a new situation.

Mean: The score located at the mathematical center of a distribution; the average.

Median: This is the score located at the fiftieth percentile, or the very center of all scores.

Mode: The score that most frequently occurs. This can also be called a modal score.

Process Skills: The skills of applying and analyzing information, the ability to create something new with knowledge and/or the ability to evaluate a concept.

Semantic: refers to words.

Semantic Web: A method which allows students to break out main ideas from their reading and organize them. Main ideas are placed in larger circles with supporting ideas placed in smaller circles connected by a line to the circle containing the main idea. All circles are connected by lines to create a web. See

appendix.

Statistics: A branch of mathematics that describes and organizes data.

Venn Diagram: A tool used to help build analysis skills. It is created by drawing two circles allowing them to overlap. Students title each circle by the ideas being compared. After listing facts about the title in the appropriate circle, similarities, or differences, are listed in the center where the circles overlap. See appendix.

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Day One

The Importance of Voting

Reading Skill: Comprehension

Reading, as an activity, is considered as students self evaluate their reading habits. Students also read the Constitution, and either a teacher prepared handout or an online source on the importance of voting.

Objectives:

- Students will self-evaluate reading skills.
- Students will understand the importance of voting.

Teacher Preparation:

Teachers should be familiar with major issues and candidates in local, state, and national elections being conducted in their area. The America Online Election Guide, <http://school.aol.com/features/special2.adp> or Project Vote Smart, located at <http://www.vote-smart.org> are both valuable resources for learning about what is on the ballot in your state. In Project Vote Smart, click on the side bar link titled state information. Click on your state to find information on ballot issues, candidates, and elected officials. Teachers will also need to visit the student section of the Utah Mock Election website, <http://www.mockelection.utah.gov> . Click on “Students” and then click on “The Power of One.” Determine if you wish to project the site from a computer, or present the information with handouts or transparencies.

Materials Needed for each student:

Unit pre-test

Reading self-evaluation questionnaires

Copies of the U.S. Constitution if not available in student text-book. Note: The Constitution may be downloaded at <http://www.house.gov/Constitution/Constitution.html> .

“What is a Mock Election?”handout

If not projecting or taking students to the computer lab to view the Utah Mock Election site, copies or transparency of facts from “The Power of One” from Utah Mock Election Student section, <http://www.mockelection.utah.gov/> .

Copies of Election Project (optional)

Methods and activities:

Unit Pretest:

Pretest Unit Skills: Teacher will gain information as to student skills in reading and math by pre-

testing unit skills: comprehension, process skills, vocabulary, figuring percentages, and descriptive statistics. Administer the unit pre-test.

Self-Evaluation:

At the conclusion of the pre-test, have students fill out “*What Kind of Student am I?*” self-evaluation questionnaire. As students finish instruct, them to review Articles 1 and 2, of the United States Constitution while their classmates finish their pre-tests and self-evaluations. Keep the self-evaluations after reviewing them to hand back to students on Day Twelve.

Class Discussion:

As students finish activities, conduct a brief discussion about the following questions:

1. What did you learn about the legislature and the Presidency?
2. How are these individuals chosen for office?
3. What are the requirements to run for Congress, Senate or President?
4. What do you know about the current election?
Who are the candidates? (Add other questions as appropriate for your local election.)
What are some of the issues?
5. How important do you believe it is to vote? Why?

Lecture:

Voting is a very important right granted under the Constitution. Is it important to vote? Introduce students to “The Power of One.” either through a handout, transparency, or projecting the sight. Review the importance of voting and remind students of the close result of the 2000 Presidential Election. Ask what might have happened had more people voted?

Point out that often people are interested in Presidential Elections, but give little attention to midterm elections. Ask students why they believe this occurs?

Typically, the most exciting election contests in a midterm election are those for governors, U.S. Congressmen, and Senators. Governors affect the way government is run in your state, as they suggest programs and policies, and have the ability to pass or veto laws made by state legislatures. Senators perform a variety of functions such as giving final approval to bills passed by Congress, and can even hold trials should a President be impeached by the Congress. (Impeachment means that charges are made, and the President must then stand trial in the Senate.) The Vice President is the President of the Senate.

Congress has a variety of functions. Your Congressman can be an advocate for you if you have a problem. Some of the things your Congressman can so are:

- Arrange meetings for you with a federal agency.
- Help you solve problems such as immigration issues
- Help you find reports from government research organizations
- Introduce Legislation
- Co-Sponsor existing legislation
- Vote for, or against, legislation in the House, or that being considered by the Senate
- The Speaker of the House, who is head of the House of Representatives, is next in line to be President if for any reason the President and Vice President could not serve in office. Pres.

Gerald Ford was serving as Speaker of the House when he became president due to the resignation of President Richard Nixon and Vice President Spiro Agnew.

There is usually a lot at stake in an election. Midterm elections can change which party controls the House of Representative or the Senate, or even the state in which you live. That could mean that the laws that are passed could be very different, depending on which political party is in charge. (Note: if giving this lesson after 2002, change to the next part of this lecture to past tense, or update the year and statistics.) In the 2002 midterm election, there are 36 Governors being elected. Before the election, 11 were Democrats, 23 Republican, and 2 Independent. There are also 34 Senate seats that being decided; 20 are Republican and 14 are Democrat. There are a total of 485 open seats in the Congress and 784 individuals running for a chance to fill them.

Have students put heads on desk. Invite students to vote on how important the offices decided in a mid-term election are: not important, somewhat important, important, very important. Very likely the vote will be a majority for important or very important. Ask: What does the results of the class vote tell us about voting and how important it is? (If for any reason student select not important, discuss the benefits of having a say in who makes our laws, and the ability to replace those individuals who we do not feel are doing a good job).

Announce to students that next class period they will be learning about a way they can vote and learn about the democratic process. Make assignments.

Assignments:

Assign students to begin watching newspapers and magazines for articles about the current election or issues surrounding it, and save them to bring to class. Give due date of Day 5 Lesson. If assigning the election project, it should be passed out at the end of this class. Explain it to the students and give due date. Depending on the availability of town meetings, etc., in your area, you may wish to assign this project prior to teaching this unit with the due date coinciding with the Day Twelve lesson.

Evaluation of Learning: Class discussion
Self-evaluation questionnaire
Unit pre-test

Name: _____ Date: _____ Period _____

What Kind of Student Am I?.

Thinking of yourself, circle all that apply.

I learn best by (circle all that apply):

- a. reading b. hearing c. seeing d. restating what was said
- e. taking information “apart” and putting back together again
- f. sensing, touching, or feeling

Please answer each of the questions below to the best of your ability. There are no right or wrong answers

1. I read because I want to, either for fun or to learn something:
 - a. daily b. 2-3 times a week c. once a week
 - d. every two weeks e. once a month f. less frequently than once a month
2. I read because I am assigned to do so:
 - a. daily b. 2-3 times a week c. once a week
 - d. every two weeks e. once a month f. every two months or more
3. What are my reading habits? (Consider the location where you read, your body position, lighting, how long you read before you want to stop, etc.)
4. What reading habits have I developed to help me learn?
5. I believe I understand what I read:
 - a. better than most people b. about the same as most people
 - c. not quite as well as most people d. much worse than most people
- 6.. Which of my reading habits hurt my ability to comprehend what I am reading?
7. Am I an efficient reader? Why or why not?
8. How fast do I read? (In other words how long would it take you to read 10 pages of a paperback book?)

9. What other sources besides textbooks, do I read to help myself learn?
10. Please place a check by the reading materials that you enjoy. Put multiple checks by the ones you enjoy most.
- ☐ Textbooks
 - ☐ Books about topics you are studying, assigned by teacher, or found as part of research
 - ☐ Novels
 - ☐ Non-fiction books
 - ☐ Magazines
 - ☐ Newspapers
 - ☐ Internet sources
11. Which of the reading materials above do I feel I learn the most from?
12. When I come across a word I don't know or recognize, what do I do?
13. Do I have an ongoing system for improving my vocabulary? If yes, tell about it.
14. What makes an assignment difficult or easy for me?
15. What can I do to improve my ability as a reader?